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be made. The supposition in books of this class is always that if you write by rule you are writing well.

The best part of Mr. Andrews' work is his running criticism on familiar plays. One unfamiliar with the tricks of the stage may very well, after reading the author's comment, witness the performance of "The Witching Hour," the next time he attends it, with new eyes. This part of the text is properly the function of criticism. It is when he gets beyond criticism and attempts to lay down general laws for the fledgling dramatist that the author becomes at once amusing and disappointing. Yet it is exactly here that the novice expects most help. He does not need to be told that the end of the first act of *Lady Windemere's Fan* is a remarkable piece of stage mechanics; very probably he knows it already. What he is looking for is a general recipe for working up suspense. The kind of recipe that he will get from Mr. Andrews may be surmised from the following sample, which pertains to "The Management of Preparation in Plot"—whatever that is:

1. Cite as many instances as you can of "preparation" in plays.
2. Cite one or two from novels.
3. How do the forms differ in the two literary types, if at all?
4. Invent two complete "triangle of information" [Shades of Euclid!] situations, giving one in rough outline. . . .
5. Devise the necessary "preparation" for lending effectiveness to any tentative play climaxes you may have in mind.

You can obtain the *Art of Writing Love Letters*, neatly bound, for fifteen cents. The *Technique of Play Writing* will cost you a dollar and a half. Yet love letters written by rule are not noted for their excellence; and it is equally unlikely that plays written according to this formula would be much more valuable.

UNIVERSITY OF CHICAGO

HOWARD MUMFORD JONES

A Practical Elementary Chemistry. By B. W. MCFARLAND. New York: Scribner, 1915. Pp. xvi+462.

This book differs from the current texts in high-school chemistry not in subject-matter, but in its arrangement and method of presentation. The student's laboratory work, according to the author's plan, is made the basis of the theoretical structure of the high-school chemistry. His book may be characterized as a laboratory guide with a chemical lexicon attached to it, which the student is required to consult continually in pursuing references given at the end of each laboratory exercise. The references are not always happily chosen. A student performing his first chemical experiment will derive positive harm, from an educational point of view, in reading in the lexical part of the book that "an acid is a substance that gives hydrogen ions in solution. It is generally sour to the taste and turns blue litmus paper red. It consists of the hydrogen radical joined to any acid radical except O and OH.

It reacts with a base or basic oxide to form water and a salt." This language means nothing to him.

Such unhappily chosen references are too frequent. The language of this book is the true chemical jargon. The quantity of English has been reduced to a minimum. The book attempts to teach the student the chemical language and the handling of chemical equations during the first seven weeks of his course in chemistry. Why not teach him algebra or Bengalese instead of chemistry? Chemical formulae and equations are important only as expressions of chemical phenomena. In tone the book is dogmatic, and its study is a grind from beginning to end. The student will get from it chemical facts, expressions, and theories in abundance, but not the spirit of modern science.

A. H. BERNHARD

LA CROSSE STATE NORMAL SCHOOL

What Is Education? By ERNEST CARROLL MOORE. Boston: Ginn & Co., 1915. Pp. vii+357. \$1.25.

Professor Moore states in his preface that Plato and Socrates have played the chief rôles in determining his educational philosophy. He says further that he is very largely indebted to Professor John Dewey and Professor Frank M. McMurry, both of Columbia University. With this start, one is a little curious to see how Professor Moore will harmonize principles derived from Plato and Socrates with the teachings of Professor Dewey and Professor McMurry. One's curiosity is all the keener when he recalls that Professor Moore's chief educational experience has been gained in the administration of a complex educational system. It is exceedingly rare to hear a practical school man, at least a school superintendent, even refer to Plato or Socrates; the reviewer cannot recall that he has ever before heard a superintendent say that his thoughts on education have been derived mainly from the ancient theorists.

The author of *What Is Education?* was formerly a superintendent of schools. It should be mentioned further that he is now professor of education at Harvard. His discussion of education appears to be influenced more by his present than by his former position. He has time to consider such questions as, What is the meaning of education? Are there different kinds of education? What is the meaning of knowledge? Is the principle of general discipline sound? What does learning mean? Is there a place for method in education? and so on. In the discussion of these questions the author does not attempt to present any facts or conclusions which are not familiar to all students of education in America. His book is written, not for the purpose of adding to our knowledge of education, but for the purpose of introducing college students and teachers to established knowledge regarding the ideals, aims, and methods of modern education. Some who read this book may feel that, since the facts and principles are all understood, there is no need of it; but this would be an